

4 month reporting date 4/23/06 received 5/1/06
8 month reporting date 8/23/06 received 8/24/06
12 month completion date 12/23/06
Closed 8/24/06

Tea School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle 1, General Supervision:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:22:03. Certified child

Issues requiring immediate attention:

The monitoring team concluded three students enrolled in the district did not have evaluation data that supported eligibility in compliance with child find and child count requirements. Information was provided to the district's Special Education Director pertaining to the students for immediate action.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will reevaluate the three students to determine eligibility.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Based on information provided to the district's Special Education Director, the district will immediately evaluate the three students to determine each student's eligibility for Special Education and related services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

<p>1. What will the district do to improve? The three students IEP team will meet after the students' are evaluated to determine whether the students meet the eligibility requirements for Special Education and related services.</p> <p>What data will be given to SEP to verify this objective? The district will submit the students' evaluation dates and eligibility findings to the SEP to verify this objective.</p>		<p>Special Education Director</p>	<p>Met 5/1/06</p>
<p>Please explain the data (4 month) One child's MDT report was found in the file after review team was here. The second child's parents signed him out of special education during the evaluation process. The third child was reevaluated and found eligible. The appropriate paperwork has been sent to SEP.</p>			

<p>Principle 3, Appropriate Evaluation:</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:03 Preplacement evaluation</u> Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted.</p> <p>During file reviews, the monitoring team found several prior notices for the initial evaluation of preschool age children stated the reason for the proposed action was due to parental concerns of their child's development. The team determined preschool age students were consistently evaluated using the cognitive section of the Battelle and speech/language tests. When eligible, the student's received Speech/Language services only. Consideration was not given to the preschool age students social and emotional, adaptive functioning and/or physical development.</p>

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Input from the parent and a team of individuals knowledgeable of the preschool student's educational needs will be used to determine which assessments will be completed to determine whether the child is eligible for Special Education and related services.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>To determine whether a preschool child is in need of Special Education and related services, comprehensive and individualized evaluations will be conducted within the 25 school day timeline upon receipt of parental consent, unless other timelines are agreed to by school administration and the parent.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? Before conducting a preschool child's evaluation, input from a team of individuals familiar with the child's education needs and the parent will be used to determine what assessments will be used to complete a comprehensive evaluation for determination of Special Education and related services eligibility.</p> <p>What data will be given to SEP to verify this objective? To verify this objective, the district will check initial and three-year preschool student evaluations up to the eight month completion timeline for documentation of parent and team input into the evaluation and send the number checked and meeting this goal to the SEP.</p>		<p>Special Education Director, Early Childhood Instructor and Related Service(s) Staff</p>	<p>Met 8/24/06</p>

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

Please explain the data (4 month) At this time, there have only been two students who have needed evaluations during this timeline, and out those two files checked, two met compliance objective.			
Please explain the data (8 month)At this time, six students needed evaluations and out of those six files checked, six files met with compliance.			
2. What will the district do to improve? When conducting a preschool child's initial or reevaluation, the district will complete a comprehensive, individualized evaluation based upon parent and team input within 25 school days. What data will be given to SEP to verify this objective? The initial and three-year evaluation reports for preschool children will be reviewed up to the eight month timeline to determine completion of comprehensive, individualized evaluations. The number of reports reviewed and meeting compliance will be sent to the SEP to verify this objective.		Special Education Director	Met 8/24/06
Please explain the data (4 month) At this time, only two evaluations were required and those two file were checked and the two files met compliance.			
Please explain the data (8 month)At this time, six evaluations were needed and out of the six files checked, six files were in compliance.			

Principle 3, Appropriate Evaluation:

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:04 Evaluation procedures</u> A variety of assessment tools and strategies are used to gather relevant functional and developmental information about a child, including information provided by the parents that may assist in determining whether the student is a child with a disability.</p> <p>The team concluded all speech/language assessments included a functional assessment component and written reports; however, nine student files reviewed lacked functional academic assessment information.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will gather functional assessment information using a variety of assessments and strategies when completing initial evaluation and three-year reevaluations and write a skill specific report.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>When conducting initial evaluations and three-year reevaluations, each student evaluation will include a functional assessment and a written report that contains skill specific information pertaining to the student's areas of strength and needs.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? Functional assessments will be completed when the district conducts initial evaluation and three-year evaluations.</p> <p>What data will be given to SEP to verify this objective? The number of initial and three-year reevaluations checked and those having functional assessment data will be submitted to the SEP.</p>		<p>Special Education Director, Special Education Instructors</p>	<p>Met 5/1/06</p>

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

Please explain the data (4 month) 29 files were checked and 29 files met compliance objectives.			
2. What will the district do to improve? Skill specific functional assessment data for each student evaluated will be documented in a written report. What data will be given to SEP to verify this objective? All initial and three-year reevaluations student files will be reviewed for having a functional assessment report. The number reviewed and meeting this objective will be submitted to the SEP.		Special Education Director	Met 5/1/06
Please explain the data (4 month) 29 files were checked/29 files met compliance objectives.			

Principle 3, Appropriate Evaluation:
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:04 Evaluation procedures</u></p> <p>The child is to be assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.</p> <p>Through file reviews, the monitoring them determined eight children were not assessed in all areas of suspected disability as follows; (1) autism evaluations were not found for two children diagnosed with the disorder, (2) no behavioral evaluations were completed for three students although behavioral concerns were addressed in the students' present levels of performance, (3) two student prior notices for evaluation indicated fine motor assessments would be completed, which were not determined to be given, and, (4) no adaptive behavior assessment data was found in an evaluation for a student suspected of having a mental disability.</p>

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All areas related to the students suspected disability will be assessed according to the child's needs.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When conducting an evaluation, the district will assess each child in all areas of suspected disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Input from the student's parent and a team of individuals familiar with the student's education needs will be used to determine what evaluations will be given to address the student's needs.</p> <p>What data will be given to SEP to verify this objective? The district will check initial and three-year evaluation reports up to the eight month timeline for documentation that all areas pertaining to the student's needs were assessed and support the eligibility criteria. The number of reports checked and those meeting compliance will be submitted to the SEP.</p>		<p>Special Education Director</p>	<p>Met 8/24/06</p>
<p>Please explain the data (4 month) 29 files were checked/29 files met compliance objectives.</p>			
<p>Please explain the data (8 month) 15 files were checked/15 files met compliance objectives.</p>			

Principle 5, Individualized Education Program:

4 month reporting date 4/23/06 received 5/1/06
8 month reporting date 8/23/06 received 8/24/06
12 month completion date 12/23/06
Closed 8/24/06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01:01 IEP team

Each school district shall ensure that the IEP team for each student with disabilities includes the following members: parents of the student; a regular education teacher; a special education teacher of the student; and, a representative of the district who is qualified to provide or supervise the provision of specially designed instruction to meet the needs of students with disabilities, is knowledgeable about the general curriculum and is knowledgeable about the availability of resources of the school district.

ARSD 24:05:27:01.05 IEP Attendance

Written consent is present from the district and parent permitting the excusal of a team member, who has provided written input into the development of the IEP, with the exception of excusing the administrator or designee.

Through file reviews, the team concluded a representative for the district was not in attendance at four IEP meetings, and a regular education teacher did not attend an IEP meeting.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district shall ensure that all required team members attend each disabled student's IEP meeting, unless written consent is present from the parent and district permitting a team member to be excused, and the member has provided written input into the development of the IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When an IEP meeting is held, each student's team will include the parents of the student, a regular education teacher, a special education teacher of the student and a representative of the district who is qualified to provide or supervise the provision of specially designed instruction to meet the needs of students with disabilities, is knowledgeable about the general curriculum and is knowledgeable about the availability of resources of the school district, unless a member has been excused from attending the meeting.

Short Term Objectives:	Timeline for	Person(s)	Record Date Objective was
------------------------	--------------	-----------	---------------------------

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

results that will be accomplished and the criteria that will be used to measure the results.	Completion	Responsible	Completed
<p>1. What will the district do to improve? The district will ensure that all required members are present at student IEP meetings.</p> <p>What data will be given to SEP to verify this objective? All IEPs will be checked for attendance of required members and the data will be sent to the SEP.</p>		Special Education Director	Met 5/1/06
Please explain the data (4 month)69 files were checked /69 files met compliance objectives.			
<p>2. What will the district do to improve? The district will ensure written consent is present from the parent and district when a team member is excused from IEP attendance and ensure the excused team member has provided written input into the development of the IEP.</p> <p>What data will be given to SEP to verify this objective? The number of IEP meetings not having all required team members present will be checked, and the number meeting the attendance excusal objective will be submitted to the SEP.</p>		Special Education Director	Met 8/24/06.
Please explain the data (4 month) This objective was not on my plan that we sent in initially so at this time I do not have data for this. When did this get added? As stated above, all required team members were there in the files checked.			
Please explain the data (8 month)22 files were checked, 22 files met compliance objectives.			

Principle 5, Individualized Education Program:

4 month reporting date 4/23/06 received 5/1/06
8 month reporting date 8/23/06 received 8/24/06
12 month completion date 12/23/06
Closed 8/24/06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01:03 Content of Individualized Education Plan

Present levels of performance:

A student's IEP must contain a statement of the student's present levels of performance. The present level of performance should be a reflection of the functional assessment information gathered during the comprehensive evaluation. In addition, how the child's disability affects his/her progress in the general curriculum must be addressed.

In 23 of 44 student files reviewed by the monitoring team, the present levels of performance did not contain skill based functional assessment information in the present levels of performance or how the student's disability affected his/her involvement and progress in the general curriculum.

Annual goal and short-term objectives:

Annual goals must be measurable and reasonable for the student to accomplish within in one-year timeframe.

The monitoring team concluded 11 student files did not have measurable annual goals. Annual goals consistently included the words "improve" and "increase", which are not measurable. In addition, some annual goals were written from content standards.

The annual goal or short-term objectives must also address the condition, performance, and criteria.

The condition (i.e., when, where, how) was not documented consistently in the files reviewed by the team.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Functional assessment report information and how the student's disability affects his/her involvement and progress in the general curriculum will be used to develop each student's IEP present levels of performance, annual goals and short-term objectives.

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When developing an IEP, the student's present levels of performance, annual goals and short-term objectives will be based on standardized and functional assessment report information and will have documentation of how the student's involvement and progress affects his/her involvement in the general curriculum.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The director will procure training pertaining to completing and reporting functional assessment information, developing present levels of performance, measurable annual goals and short term objectives using functional assessment information.</p> <p>What data will be given to SEP to verify this objective? A statement of the date of training and a signature sheet of those in attendance will be sent to the SEP.</p>		<p>Special Education Director</p>	<p>Met 5/1/06</p>
<p>Please explain the data (4 month) Required paperwork has been sent. The training was held on Jan. 25, 2006 during an in-service time.</p>			

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

<p>2. What will the district do to improve? Students' IEP present levels of performance will have skill specific functional strengths and difficulties and a statement of how the student's involvement and progress affects his/her involvement in the general curriculum.</p> <p>What data will be given to SEP to verify this objective? Students' IEP present levels of performance up to eight month timeline will be checked for skill specific functional information and the general curriculum statement. The number checked and meeting the criteria will be sent to the SEP to verify this objective.</p>		<p>Special Education Director, Special Education Instructors, Related Service(s) Staff</p>	<p>Met 8/24/06</p>
Please explain the data (4 month) 69 files were checked/69 files met compliance objective.			
Please explain the data (8 month)22 files checked, 22 files met compliance objectives.			
<p>3. What will the district do to improve? IEP annual goals and short-term objectives, if needed, will reflect a student's functional skill needs based on his/her present levels of performance.</p> <p>What data will be given to SEP to verify this objective? Student IEPs will be reviewed for documentation of annual goals and short-term objectives that correlate with the student's functional skill needs up to the eight month completion timeline. Data pertaining to the number of IEPs reviewed and the number meeting this criteria will be sent to the SEP.</p>		<p>Special Education Director, Special Education Instructors, Related Service(s) Staff</p>	<p>Met 8/24/06</p>
Please explain the data (4 month)69 files were checked/69 files met compliance objective.			
Please explain the data (8 month)22 files checked, 22 files met compliance objective.			

Principle 5, Individualized Education Program:

4 month reporting date 4/23/06 received 5/1/06
8 month reporting date 8/23/06 received 8/24/06
12 month completion date 12/23/06
Closed 8/24/06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02 Development, review, and revision of individualized education program

In developing, reviewing, and revising each student's individualized education program, the team shall consider, in the case of a student whose behavior impedes his or her learning or that of others, strategies, including behavioral interventions, strategies, and supports to address that behavior.

In the review of six student files, the monitoring team noted that the students' evaluations included behavioral assessment data and their present levels of performance addressed behavioral concerns affecting the students' educational performance. When the IEPs were developed for these students, the team checked "No" for the question of whether the child's behavior impedes learning, and there was no documentation of positive behavioral interventions and/or supports to address the student behaviors.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When a student's behavior is impeding his/her learning, this will be addressed on the IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student's present levels of performance address behavioral concerns, the IEP team will document when a student's behavior is impeding his/her learning and write positive behavioral interventions for the student.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

<p>1. What will the district do to improve? When a student's behavior is adversely affecting his/her educational performance, the IEP team will ensure this area on the IEP is checked "Yes" and document positive behavior interventions for implementation in the general classroom.</p> <p>What data will be given to SEP to verify this objective? The number of student IEPs that address behavior as a weakness in the present levels of performance will be checked and the number having a checkmark by "Yes" with positive behavior interventions documented will be sent to the SEP.</p>		<p>Special Education Director</p>	<p>Met 5/1/06</p>
<p>Please explain the data (4 month) 16 files checked /16 files met compliance objective.</p>			

<p>Principle 5, Individual Education Program:</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.03. Content of individualized education program</u></p> <p>A statement of the special education and related services and supplementary aids and services to be provided to the student is to be documented in the IEP. The public agency must ensure that all services set forth in the child's IEP are provided, consistent with the child's need as identified in the IEP.</p> <p>Through a review of student files, the monitoring team found the specific special education services to be provided were not included in 28 of the 44 files reviewed. The IEPs stated "Special education services." The statement did not identify the specific service (i.e., reading, math, writing) needed by the child.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Each student's IEP will state specific special education and related services.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for</p>

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

each principle. Please complete a new sheet for each goal.)

When developing an IEP, the district will document specific special education and related services for each student.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Special education (i.e., reading comprehension, mathematics computation, written expression) and related services will be specifically documented on each student's IEP.</p> <p>What data will be given to SEP to verify this objective? Student IEPs will be checked for documentation of specific special education and related services up to the eight month completion timeline, and the number checked and meeting this objective will be sent to the SEP.</p>		Special Education Director, Special Education Instructors, Related Services Staff	Met 8/24/06
Please explain the data (4 month) 69 files were checked/69 files met compliance objective.			
Please explain the data (8 month)22 files checked, 22 files met compliance objective.			
<p>2. What will the district do to improve? The district's Special Education Director, Special Education Instructors, and related services staff will attend a State Performance Plan (SPP) meeting.</p> <p>What data will be given to SEP to verify this objective? The date of the SPP and signatures of those in attendance will be sent to the SEP to verify this objective.</p>		Special Education Director, Special Education Instructors, Related Services Staff	Met 5/1/06
Please explain the data (4 month) <u>Again, this was not part of the original plan that I have</u> , however, I did attend a State Performance Plan meeting as a special education director when it was held at East Dakota Educational Coop.			

4 month reporting date 4/23/06 received 5/1/06
8 month reporting date 8/23/06 received 8/24/06
12 month completion date 12/23/06
Closed 8/24/06

Principle 5, Individualized Education Program:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02 Transition services

Transition services are a set of coordinated activities for the student designed within an outcome-oriented process, which promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team reviewed six transition age student files. Two student IEPs did not have the transition pages, and the pages were not found during the on-site review. The team also noted the course of study on three of the transition IEPs was incomplete.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Transition age student IEPs will have the course of study for the student's current grade through Grade 12, a coordinated set of activities, present levels of performance and annual goals that are linked to reflect the student's transition needs and include the person(s) who will be responsible for provision of the transition services.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When developing a transition age student's IEP, the course of study, coordinated set of activities, present levels of performance and annual goals will be linked to address the student's transition needs and indicate the person(s) who will provide the transition services.

4 month reporting date 4/23/06 received 5/1/06
 8 month reporting date 8/23/06 received 8/24/06
 12 month completion date 12/23/06
 Closed 8/24/06

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will receive IEP writing transition training.</p> <p>What data will be given to SEP to verify this objective? The date of the training and signatures of those in attendance will be sent to the SEP.</p>		Special Education Director and High School Special Education Instructors	Met 5/1/06
<p>Please explain the data (4 month) Appropriate paperwork was sent to SEP. A training was held on Jan. 25, 2006 during in-service time to train on these issues as well as others.</p>			
<p>2. What will the district do to improve? All IEPs of students 16 and older will provide transition services including life outcomes and course of study. Students 16 or younger will have a transition summary in the student's present levels of performance in the area of transition, and documentation for all five transition areas will be addressed by the team in the student's IEP. Assessment results will be used to determine activities needed to achieve the student's post-school goals.</p> <p>What data will be given to OSE to verify this objective? All IEPs of students 16 and older will be checked to verify all areas of transition were addressed. The number of files checked and the number containing transition activities will be reported to the SEP.</p>		Special Education Director and High School Special Education Instructors	Met 5/1/06
<p>Please explain the data (4 month) 7 files checked/7 files met with compliance objective.</p>			